

C C Blaney Elementary

7184 Highway 162
Hollywood, SC 29449

Grades	PK-5 Elementary School	
Enrollment	189 Students	
Principal	Mrs. Cindy Smalls	843-559-3992
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	16	65	37

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Average	Below Average	Yes
2005	Average	Good	Yes
2006	Average	Unsatisfactory	Yes

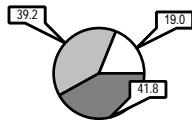
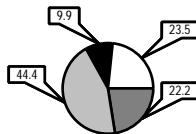
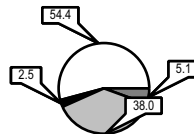
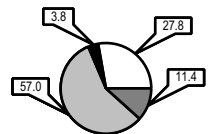
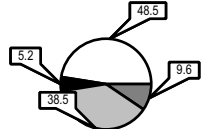
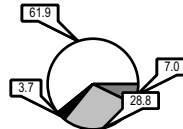
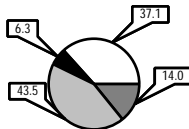
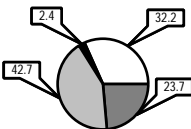
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	88	100.0	19.0	39.2	41.8	0.0	53.2	Yes	Yes
Gender									
Male	45	100.0	9.8	51.2	39.0	0.0	56.1	N/A	N/A
Female	43	100.0	28.9	26.3	44.7	0.0	50.0	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	81	100.0	19.5	39.0	41.6	0.0	53.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	81	100.0	18.1	37.5	44.4	0.0	54.2	N/A	N/A
Disabled	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	19.0	39.2	41.8	0.0	53.2	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	83	100.0	19.5	39.0	41.6	0.0	53.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	79	100.0	18.3	40.8	40.8	0.0	52.1	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	88	100.0	22.8	44.3	22.8	10.1	51.9	Yes	Yes
Gender									
Male	45	100.0	12.2	46.3	29.3	12.2	61.0	N/A	N/A
Female	43	100.0	34.2	42.1	15.8	7.9	42.1	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	81	100.0	23.4	42.9	23.4	10.4	50.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	81	100.0	19.4	45.8	23.6	11.1	54.2	N/A	N/A
Disabled	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	22.8	44.3	22.8	10.1	51.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	83	100.0	23.4	42.9	23.4	10.4	50.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	79	100.0	23.9	43.7	22.5	9.9	49.3	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	88	100.0	54.4	38.0	5.1	2.5	7.6
Gender							
Male	45	100.0	46.3	41.5	7.3	4.9	12.2
Female	43	100.0	63.2	34.2	2.6	0.0	2.6
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	81	100.0	55.8	36.4	5.2	2.6	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	100.0	51.4	40.3	5.6	2.8	8.3
Disabled	7	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	54.4	38.0	5.1	2.5	7.6
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	83	100.0	55.8	36.4	5.2	2.6	7.8
Socio-Economic Status							
Subsidized meals	79	100.0	54.9	39.4	5.6	0.0	5.6
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	88	100.0	27.8	57.0	11.4	3.8	15.2
Gender							
Male	45	100.0	19.5	61.0	14.6	4.9	19.5
Female	43	100.0	36.8	52.6	7.9	2.6	10.5
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	81	100.0	28.6	55.8	11.7	3.9	15.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	100.0	25.0	58.3	12.5	4.2	16.7
Disabled	7	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	88	100.0	27.8	57.0	11.4	3.8	15.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	83	100.0	28.6	55.8	11.7	3.9	15.6
Socio-Economic Status							
Subsidized meals	79	100.0	26.8	59.2	11.3	2.8	14.1
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	25	100.0	8.0	36.0	48.0	8.0	56.0
	4	23	100.0	22.7	40.9	36.4	0.0	36.4
	5	31	100.0	33.3	43.3	23.3	0.0	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	19.2	30.8	50.0	0.0	50.0
	4	30	100.0	11.5	38.5	50.0	0.0	50.0
	5	30	100.0	25.9	48.1	25.9	0.0	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	25	100.0	4.0	60.0	24.0	12.0	36.0
	4	23	100.0	4.5	59.1	18.2	18.2	36.4
	5	31	100.0	20.0	53.3	23.3	3.3	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	30.8	46.2	19.2	3.8	23.1
	4	30	100.0	19.2	26.9	38.5	15.4	53.8
	5	30	100.0	18.5	59.3	11.1	11.1	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	25	100.0	24.0	60.0	16.0	0.0	16.0
	4	23	100.0	22.7	59.1	13.6	4.5	18.2
	5	31	100.0	50.0	46.7	3.3	0.0	3.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	57.7	38.5	3.8	0.0	3.8
	4	30	100.0	50.0	42.3	7.7	0.0	7.7
	5	30	100.0	55.6	33.3	3.7	7.4	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	25	100.0	20.0	56.0	24.0	0.0	24.0
	4	23	100.0	13.6	59.1	27.3	0.0	27.3
	5	31	100.0	56.7	40.0	3.3	0.0	3.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	23.1	61.5	15.4	0.0	15.4
	4	30	100.0	15.4	76.9	7.7	0.0	7.7
	5	30	100.0	44.4	33.3	11.1	11.1	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 189)				
First graders who attended full-day kindergarten	88.9%	Down from 96.6%	100.0%	100.0%
Retention rate	5.9%	Up from 1.7%	4.0%	2.8%
Attendance rate	97.0%	Down from 97.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.3%	0.0%	0.0%
Eligible for gifted and talented	4.6%	Down from 8.9%	3.8%	10.4%
On academic plans	32.7%	N/AV	48.9%	33.6%
On academic probation	28.6%	N/AV	2.2%	1.0%
With disabilities other than speech	2.0%	Down from 3.9%	7.4%	7.5%
Older than usual for grade	3.0%	Up from 2.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	40.0%	Up from 22.2%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	16.1%	N/A	5.4%	2.4%
Teachers with emergency or provisional certificates	11.8%	Down from 18.8%	3.2%	0.0%
Teachers returning from previous year	75.5%	Up from 66.4%	83.1%	87.3%
Teacher attendance rate	94.1%	Down from 96.4%	94.5%	94.9%
Average teacher salary	\$40,855	Up 6.4%	\$41,533	\$42,485
Prof. development days/teacher	14.2 days	Down from 19.7 days	14.8 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 14.6 to 1	16.4 to 1	18.6 to 1
Prime instructional time	90.4%	Down from 92.4%	88.3%	89.7%
Dollars spent per pupil*	\$9,329	Up 8.4%	\$7,908	\$6,557
Percent of expenditures for teacher salaries*	50.6%	Down from 66.4%	60.2%	64.0%
Percent of expenditures for instruction*	64.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year has been a good year at C. C. Blaney, for we value our children as individuals and strive to meet their needs both academically and socially. For the third consecutive year we met federal and state mandates for No Child Left Behind by meeting Adequate Yearly Progress (AYP) requirements. We were recognized as an Edison Four Star Achievement Award winning school for strong gains in student achievement and were recipients of the South Carolina School's Palmetto Silver Award. In April we were one of the 138 elementary and middle schools from 863 elementary and middle schools statewide and 1 of 13 schools in the district to be recognized for making exemplary progress in closing South Carolina's student achievement gap. These successes represent quality educational opportunities at C. C. Blaney.

At C. C. Blaney we share a common child-centered focus based on instructional best practices in a safe, orderly and nurturing environment. High expectations, core values, implementation of a coherent curriculum, differentiated and active instructional practices, and frequent assessments constitute key initiatives for student success.

Assessments have been an integral part of our instructional process and a critical contributor for helping students learn. Teachers, parents, and individual students can closely monitor academic strengths and weaknesses in order to focus on areas that need improvement and celebrate achievements. Monthly benchmark testing, bi-weekly Principal's Test, MAP pre/post test, and SuccessMaker's computer-assisted instruction are assessment tools that provide detailed and continuous profiles of students' progress.

Programs implemented throughout the 2005 - 2006 school year included: Mayor's SOS Tutorial Program, After-School Tutoring, Wee Deliver Postal Writing Program, Early Bird Math Clinic, Reading Buddies, Rising to Read CAI Program, Reading Recovery, Lunch in the Lab, Storybooks at Breakfast, Success Maker Computer Assisted Instruction, and an integrated fine-arts curriculum.

Our goal at C. C. Blaney is to continue to provide opportunities for parents to take on a more active role in their children's educations. Monthly Mother/Father Read Parenting classes, quarterly PTA meetings, Parents, Pizza and Pepsi Night, Annual Parent Volunteer Breakfast, Doughnut for Dad, Muffin for Moms, PACT Evening of Excellence, and home visits have proven to be successful initiatives. We will also continue to seek out partnerships with local businesses and agencies to strengthen the resources available to our students.

Learning is truly an adventure at C. C. Blaney Elementary School and students are taking the ride.

Cindy Smalls, Principal
Debbie Lenoir, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	34	22
Percent satisfied with learning environment	100.0%	79.4%	81.0%
Percent satisfied with social and physical environment	100.0%	78.8%	77.3%
Percent satisfied with school-home relations	86.4%	88.2%	90.9%

*Only students at the highest elementary school grade level at this school and their parents were included.